DOCUMENT RESUME

ED 197 936 RC 012 540

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TITLE Me, You, and Us--Affective Education Module.
INSTITUTION Houston Univ., Tex. Coll. of Education.
PUB DATE 74
NOTE 40p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Cultural Differences: Curriculum Guides: Elementary Education: Group Activities: *Humanistic Education: Humanization: Individual Differences: Instructional Materials: Learning Activities: *Learning Modules: Mexican Americans: *Multicultural Education: *Peer Acceptance: Pretests Posttests: Self Actualization: *Self Concept: Student Evaluation: *Values Clarification
IDENTIFIERS Piers Harris Children's Self Concept Scale

ABSTRACT

Designed to foster affective growth in elementary school students, this learning module has two purposes: to provide structured small group activities which will allow children to become more aware of who they are, what they value, and how they relate with their peers and others: and to provide an opportunity for children to develop self-acceptance and a respectful acceptance of those who are different from them, culturally and otherwise. Although this module is designed for implementation with fourth, fifth, and sixth grade students, the same activities are adaptable to any grade level. Each session requires approximately 45-60 minutes for completion and features activities designed for small groups of 8 to 12 members. The module contains 10 sessions which can be implemented once a week, 2 or 3 times a week, or every day, depending upon the needs of the students and teacher. Each session consists of a statement of purpose, objectives, materials and resources needed, teaching procedure, learning activities (enabling activities), and evaluation procedure. The Piers-Harris Children's Self-Concept Scale is administered as a pre-post test measure to determine entry and exit points. At the end of the 10 sessions, students write essays about their feelings concerning the importance of learning about others and working with them. Students also give an oral evaluation of each session. (Author/CM)

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MULTICULTURE EDUCATION

ME, YOU, AND US

DEVELOPED BY

ANA MARIA RODRIGUEZ

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MULTICULTURAL EDUCATION MODULES

Multicultural Program
College of Education
University of Houston

1974

H. Prentice Baptiste, Jr., Director
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MULTICULTURAL
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AFFECTIVE EDUCATION MODULE
ME, YOU, AND US

Developed by

Ana Maria Rodriguez

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AFFECTIVE EDUCATION MODULE

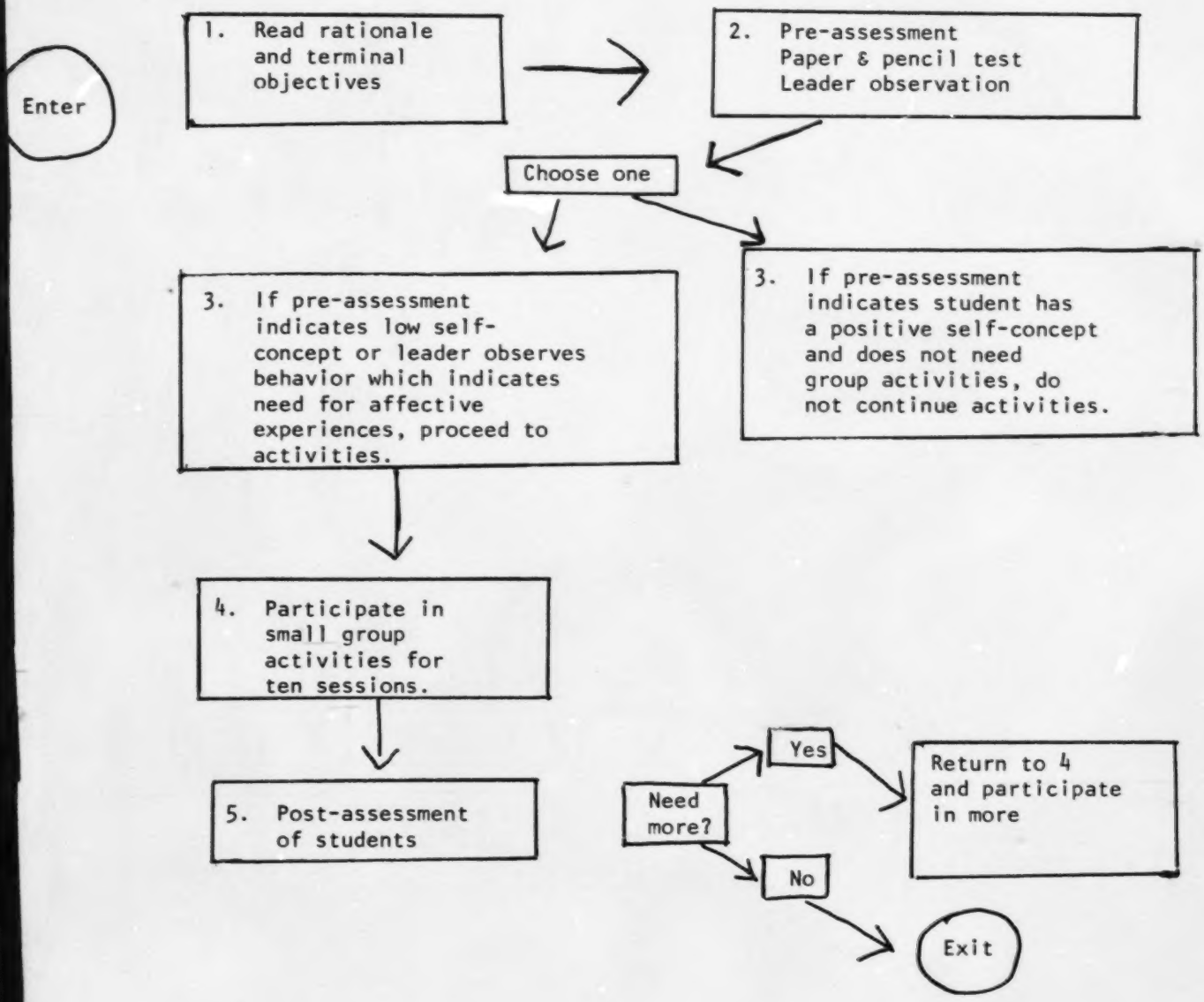
Prerequisites

1. Has had training and experience in facilitating small group affective interaction
2. Knowledge and skill in designing structured activities for affective experiences
3. Can write a behavioral objective at a minimum of two affective levels

Affective Education Module, Me, You, and Us. Developed by Ana Maria Rodriguez; Fall Semester, 1974; University of Houston Multicultural Education Program

AFFECTIVE EDUCATION MODULE

ME, YOU, AND US
(Learning about Ourselves and Others)


Enter
1. Read rationale and terminal objectives
2. Pre-assessment Paper & pencil test Leader observation
Choose one
3. If pre-assessment indicates low self-concept or leader observes behavior which indicates need for affective experiences, proceed to activities.
3. If pre-assessment indicates student has a positive self-concept and does not need group activities, do not continue activities.
4. Participate in small group activities for ten sessions.
5. Post-assessment of students
Need more?
Yes
Return to 4 and participate in more
No
Exit

ME, YOU, AND US

Rationale

"What avail is it to win prescribed
amounts of information about history
and geography, to win ability to read
and write, if in the process the
individual loses his own soul;
loses his appreciation of things worthwhile,
of the values to which these are relative,
and above all, loses the ability to
extract meaning from his future
experiences as they occur?"
--John Dewey

During the past ten to fifteen years there has been a growing concern that the educational process for students is depersonalizing and dehumanizing. Student unrest at major universities has indicated that students feel that much of what they are doing at the university is irrelevant to their lives or has little personal meaning for them. At the junior and senior high levels, this dissatisfaction with what is happening in the classroom is evident by the number of school dropouts--those who have physically dropped out and those who have mentally or psychologically dropped out but who physically sit there.

The public school system is designed to foster intellectual and cognitive growth. Affective growth has not been a part of the curriculum until recently in very few places. Personal meaning of learning for a student occurs when he can put together knowledge,

skills, attitudes, beliefs, and values. Many students in our public schools are struggling with questions such as: Who am I? What is my purpose in life? Why am I different? How does what I learn at school fit in with my life at home? Many students feel inferior or different in the school--they feel they do not belong. This is evident many times by their apathetic behavior, their "turned-offness," their misbehavior, their low achievement, and their rebelliousness. Others learn to live with their internal struggles and adapt to the school system.

I feel that if we as teachers, counselors, and administrators begin to help children early in the elementary grades to deal with many of their anxieties, fears, and frustrations and help them understand themselves, their role in society, and their relationships with others, then as they become adolescents and adults they will be better able to cope with and direct their lives. If we can help children learn to accept themselves, capitalize on their strengths and find ways to deal with weaknesses, learn to accept and respect others who are different from them culturally and otherwise, then I believe we can begin to look forward to a world which will be more ready to deal with and accept cultural pluralism.

It is the purpose of this module to provide structured small group activities which will allow elementary school children to become more aware of who they are, what they believe and value, how they feel about themselves, and how they relate and communicate with their peers, family, and other adults. A second purpose is

to provide an opportunity for children to develop and/or increase their self-acceptance, acceptance of others, and respect for others who are different from them, culturally and otherwise.

Objectives

Upon completion of the affective education module in which opportunities for developing self-awareness and self-understanding, acceptance of self and others and respect for those who are different were provided, each student will

(1) be able to describe himself-his feelings about self, his attitudes about others, his beliefs and values--through a written essay and oral description.

(2) be able to distinguish characteristics about himself which are similar and different from others and speak acceptingly of them.

(3) be able to demonstrate respect through listening skills by communicating verbally what he hears others saying--cognitively and affectively.

(4) be able to verbalize respect and acceptance of others through less negative referents (put-downs) and more positive referents (strokes).

Pre-Assessment

The Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself) will be administered as a pre-post test measure to determine entry and exit points. The student will also be asked to write an essay at the end of the ten sessions about his feelings and thoughts about the importance of learning about each other to be able to work together better. In the essay will be included concepts, thoughts, attitudes, values, and feelings discussed during the sessions. In addition, at the end of every session students will be asked to give an oral evaluation of the session.

ME, YOU, AND US

Grade Level: This module is designed for implementation with fourth, fifth, and sixth grade students. The same activities may be adapted for any grade level, taking into consideration length of the session and difficulty of the task. The activities are designed for small groups of eight to twelve members per group for maximum impact. Each session requires approximately forty-five minutes to one hour for completion. This module contains ten sessions which can be implemented in various manners, either once a week, twice or three times a week, or every day, depending on the needs of the students and teacher. The more frequent the sessions the greater the impact. The teacher and counselor function as co-facilitators of the groups.

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SESSION I

Purpose: The purpose of this session is to administer the Piers-Harris Children's Self-Concept Scale, introduce the objectives of the module to the students, establish ground rules, become acquainted with each other, and begin to develop listening skills.

Objectives: At the end of the session, the student will

1. be able to state verbally three reasons (objectives) for the module.
2. be able to verbally give three ground rules for participation in the group.
3. be able to give verbally the name of each person in the group and how he/she prefers to be called.

Materials and Resources:

Copies of the Piers-Harris Children's Self-Concept Scale

Procedures (Enabling Activities):

1. Leader will introduce herself/himself to the group.
2. Leader will state the purposes and goals for the small group activities (content of sessions).
   - A. To learn about self
   - B. To learn about others
   - C. To develop listening skills
   - D. To learn to appreciate, accept, and respect self and others.
   - E. to develop and awareness of similarities and differences in people
   - F. To understand the concept of culture

3. Leader will explain the purpose of the self-concept scale.and administer it.
   A. Stress importance of answering as honestly as possible.
   B. Stress that there are no right or wrong answers. No grade will be given.
4. After completion of the scale, each student will share his name with the group and what he prefers to be called. (This is primarily for the benefit of the leader so that he/she can learn their names, if the leader happens to be someone other than the teacher.)
5. Leader will discuss with group members the ground rules by which the group will operate.
   A. Only one person at a time will speak.
   B. Each member will speak only for himself.
   C. Each member will share with the group only as much as he wishes to share when he wants to share.
   D. Whatever is shared in the group will remain a part of the group and will not be repeated or discussed outside. (Students may generate other ground rules.)

Evaluation:

The leader will ask members to state verbally the objectives of the group activities, the names of the leader and members, and the ground rules for the group. Leader positively reinforce the listening skills demonstrated.

Cue: How do you feel about what happened today?
How do you feel about being a member of this group?

SESSION II

Purpose: The purpose of this session is to review goals and objectives of the sessions, to review ground rules, to get acquainted, and to practice listening.

Objectives: At the end of the session, the student will

1. be able to verbalize three ground rules by which the group will function.
2. be able to demonstrate listening skills by recalling two facts of information shared by each group member.

Materials and Resources:

Copy of poem "You" for every group member.

Procedure (Enabling Activities):

1. Leader will ask students to recall goals and objectives for the sessions.
2. Leader will ask students to recall ground rules and generate others which might be helpful in working together in the group.
3. Leader state the objectives for this session.
4. Activity:
   A. Short lecturette on the importance of listening. Get students to talk about how they feel when someone does not listen to them; when someone does listen to them.

      Suggested Ideas:

      --makes others feel good

      --if you listen to them they will be more likely to listen to you

--you learn to appreciate and like others more if you listen to them and learn more about them

--listening is "friendly"

B. Secret Game

To make the point of what happens to messages when one does not hear or listen well, play "Secret" game. Leader will whisper a secret to student on his right. This student will whisper what he heard to the student on his right and so on until the secret has gone around the circle. The last student will state aloud what he heard. Chances are that the message has changed considerably. Point out that this usually happens when we do not listen well or when we do not take time to check to see if we heard correctly.

4. Activity

A. Leader briefly talk about the importance of knowing about what each of us do away from school because what happens to us at home affects what we do at school. Leader read poem "You" with group to give clues about what they can share with each other.

B. Each member of the group, including the leader, will share something about his home or family with the group.

Suggested topics:

1. Mother? Father?
2. Brothers? Sisters?

3. Pets?

4. What I like to do most at home.

(Leader can be first so that she/he can model for students.)

C. After two or three students have shared, ask group members to recall what members have shared. This is for the purpose of stressing listening. Leader positively reinforce those who listen. Continue with sharing.

Evaluation:

At the end of the session, ask students

What did you learn about someone today?

How do you feel about today's session?

SESSION III

Purpose: The purpose of this session is to help students understand that they are thinking as well as feeling individuals, and the importance of feelings in understanding ourselves and working with others.

Objectives: At the end of the session, the student will

1. be able to verbally differentiate between thinking statements and feeling statements.
2. be able to list ten feeling words.
3. be able to recall one thing each group member has shared which makes him feel good.

Materials and Resources:

Pictures

Procedures (Enabling Activities):

1. State objectives of the session.
2. Short lecturette on the difference between thinking and feeling. Point out that most of what we talk about in school is thinking. We think with our head and mind. There is another part of us we usually do not talk about in school and this is our feeling part. We feel with our hearts (or in our stomachs--wherever we feel "funny".

   Give examples of statements:

   I think my mother is sick.

   I feel sad because my mother is sick.

   Ask students: How do you feel when you feel sad? How do you feel when your are happy? (Get students to "feel" with their bodies how it feels.)

3. Activity

Show students a set of pictures which show people having different feelings. Ask students to tell how they think the person in the picture feels.

Show students another set of pictures which again show people with different feelings. Ask students to tell how they feel when they see the picture.

Ask students to generate a list of "feeling" words. Write list on the board.

4. Activity: Magic Box

Cue: "Close your eyes. Imagine that in the center of this circle is a box. The box can be any size, shape, or color you want it to be. Imagine that inside the box is something which makes you or would make you very happy and feel very good."

Give students a couple of minutes to go through fantasy. Leader do same. "O.K. Now open your eyes. Each one of us will put to one side our own feeling and listen while someone else shares his/hers and see if we can understand how the other person feels."

Check for listening as sharing progresses.

Evaluation:

What did you learn today? How do you feel about what we did today?

SESSION IV

Purpose: The purpose of this session is to help students understand how persons feel when something positive is said to them about themselves as opposed to something negative.

Objectives. At the end of the session the student will

1. be able to give examples of "strokes" and "put downs."
2. be able to verbally give one stroke to every group member.
3. be able to verbally state how one feels when he is given "strokes" and "put downs."

Materials and Resources:

None

Procedures (Enabling Activities):

1. State objectives of the session.
2. Leader ask students to express how it feels when someone tells you something good about yourself; how it feels when someone tells you something negative about yourself. Let students share their ideas.
   Leader explain the word "stroke"--something positive about a person; "put down"--something negative about someone. Give examples of "strokes" and "put downs." Short lecturette on what happens to people when all they ever get is "put downs." Facilitate students to share personal experiences.
3. Activity: Royal Chair
   Cue: "Today we are going to play a game called Royal chair. Can anyone tell us what a Royal Chair is?"

(Have students talk about what one is.) "Let's pretend this is a Royal Chair. Each one of us will take turns sitting in the chair. The rest of us will give the person sitting in the chair a stroke. Let's try to give a stroke about some quality about the person such as "I like you because you are kind" as opposed to "I like your hair." As each member takes his turn leader ask person receiving strokes how he feels. Leader make sure he/she has one stroke for each member and that each member gets several strokes. This may mean accepting strokes such as "I like your shoes." to insure no one feels hurt.

(There will probably not be enough time to finish everyone in the circle this session. Continue same activity next session.) Contract with each student to continue giving strokes to people outside the small group, at school and at home.

Evaluation:

What did you learn about yourself today?

How do you feel about what we did today?

SESSION V

Purpose: The purpose of this session is to continue the Royal Chair activity and discuss the meaning and importance of giving people "strokes" instead of "put downs."

Objectives: At the end of the session the student will

1. be able to verbally give one stroke to every group member.
2. be able to verbally state how one feels when he is given "strokes" and "put downs."

Materials and Resources:

None

Procedures (Enabling Activities):

1. State objectives of session.
2. Ask students to share experiences about giving or receiving "strokes."
3. Continue the activity begun during previous session. Make sure every student has been on the Royal Chair. Leader should also participate.
4. If time permits, facilitate students to a discussion of what meaning "strokes" and "put downs" have in their lives today.

Evaluation:

What did you learn about yourself today? What did you learn about someone else today?

What have you learned about giving people "strokes" instead of "put downs".

SESSION VI

Purpose: The purpose of this session is to provide an opportunity for each member of the group to look at his perceptions of himself and check with his group members to see if they see him as he sees himself.

Objectives: At the end of the session the student will

1. be able to verbally state the positive aspects of himself.
2. be able to verbally state those aspects of himself of which he does not feel positively.
3. be able to describe himself in a written paragraph using descriptors given in the group.

Materials and Resources:

Perception ink blot

Poem "Blind Men and the Elephant"

Lists of descriptors

Blindfolds for everyone

Large object, preferrably an animal

Procedures (Enabling Activities):

1. State objectives of the session.

   Leader show ink blot made on large sheet of paper. Have each student in turn share what he thinks the picture is. Use brainstorm approach where students merely share what they see and no questions asked. After each child has had his turn, leader stress the fact that everyone is correct--that each person sees what he sees and nothing

wrong. Explain concept of perception. Leader distribute copies of poem "The Blind Men and the Elephant." Read with group.

3. Activity: Blind Man Game

   Leader ask students to place blindfolds over their eyes. Leader take student's hand and place it over a part of the object being used. Ask students not to speak as they touch or after. Have students touch different parts. After everyone has had an opportunity to touch the object, let each student share his perception of what the object is. At the conclusion of the activity ask students to tell what perception is.

4. Ask each student to take a sheet of paper and pencil and draw a picture of how each sees himself. Stress that this picure of how he sees himself, not of how he thinks others see him or of how he would like to be. Allow time for drawing.

   Distribute list of descriptors. On the same paper on which the student drew a picture of himself, have him choose six words from the list which best describe him. Write these down.

5. Leader let each student share with the group his perceptions of himself. Group members are not allowed to ask "Why..." questions. After a student has finished sharing, let group members respond to one who shared by stating whether they see him as he sees himself. Leader must be aware

that students may see self negatively and be prepared to help group members share positive perceptions they have of him. The purpose here is to help students see that their perceptions of self may not always agree with perceptions others have of us. Others can see us better than we can see ourselves. Leader try to keep perception feedback positive.

Evaluation:

What did you learn today?

What did you learn about yourself today?

Write a paragraph describing yourself using the list of descriptors as a strating point.

SESSION VII

Purpose: The purpose of this session is to provide an opportunity for students to understand similarities and differences among people and begin to accept that being different is accepatable.

Objectives: At the end of the session, the student will

1. be able to verbally state five ways in which people are alike
2. be able to verbally state five ways in which people are different
3. be able to verbally compare his own likenesses and differences with those of other members of the group.
4. be able to state verbally the characteristics of culture.

Materials and Resources:

Stamp pad

3 x 5 Index cards

Magnifying glasses

Oranges

Procedures (Enabling Activities):

1. State objectives of session
2. Activity: Fingerprint Game

   Leader distribute index cards, one for each member. Leader pass around stamp pad, allowing each student to press his right thumb on the pad and make his thumbprint on the card. After all have done this, distribute magnifying glasses, one for each two group members. Have two members

pair up and compare their thumbprints. Ask for a discussion about whether any of the thumbprints are alike. Stress to students that no two are alike.

Cue: In what ways is it good that no two thumbprints are alike?

Allow students to discuss their thoughts about fingerprints.

3. Activity: Fruit Game

Give each member an orange.

Cue: "Each one of you has an orange. I do not want you to mark your orange in any way. Take your orange and study it very carefully. Give it a name if you want. Oranges all look alike but they are not. Get to know your orange really well. What things can you remember about your orange. Look at it; touch and feel it; smell it. (Give them time to do this.) Now take your orange and get together with the person either on your left or right. Introduce your oranges to each other pointing out specific things which make it different from other oranges. Listen well because you will have to introduce someone else's orange. (Allow time).

Now get together with two other students. Introduce each other's oranges to the other two members. (Allow time.) Now, let's take all our oranges and place them in the center of the circle (on the floor). _____, will you mix them all up. Each one of us will now go to the pile of oranges and pick out our

own. (Let Students go one at a time.) Does everyone now have your own orange? (Allow children to keep oranges and eat later.)

4. Leader explain the meaning and purpose of the activities. The use of the fingerprints and oranges to explain the concept of likenesses and differences is so that students will have the same reference points and like experiences. Explain that oranges could well be people. Are all oranges alike?

   Cue: "In what ways are people alike?" Discussion.

   "In what ways are people different?" Discussion.

   Leader contribute to discussion by introducing the concept of culture as one of aspects about people which are alike and different. Short lecturette on the meaning of culture. Give and explain the characteristics of culture and give examples of each.

   For example:

   language--Spanish, English, French

   food--hamburgers, enchiladas, chop suey

   religion--Catholic, Baptist

   customs, traditions, values--15th birthday celebration, Thanksgiving Day, immediate family, extended family, cuentos and leyendas

   Encourage students to share their own experiences with culture.

5. Activity for next week.

   Ask each student to bring from his home something which is

representative of his culture at home. Review the characteristics of culture. Stress that there may be many things in the home which are now of the American culture but encourage them to find those which are typical of the ethnic group of which he is a member, especially Black and Mexican-American.

Evaluation:

What did you learn today?

How do you feel about what we did today?

SESSION VIII

Purpose: The purpose of this session is to provide an opportunity for the group members to share, compare, and contrast aspects of each of their cultures so that they learn to understand, accept, and respect people who are culturally different.

Objective: At the end of the session, during which an opportunity for sharing one's culture has been given, the student will

1. be able to verbalize the differences between his own culture and the culture of others in the class or school.

Materials and Resources:

Students will bring materials and resources from home.

Procedure (Enabling Activities):

1. State objectives of session.
2. Because of the importance of the entire class sharing in the experience, the session today will be done with the entire class. Because the number is 30, students will be asked to simply share with the group what they brought and what meaning it has for them. As soon as everyone has shared, then the class will be divided into two smaller groups for discussion. In the small groups, encourage students to compare the things shared by class members. For example, if one member brought food to share, compare the foods of other cultures. Leader must model appreciation

and respect by constantly positively reinforcing sharing of different cultural experiences.

Evaluation:

What did you learn today?

How do you feel about today's experience?

SESSION IX

Purpose: The purpose of this session is to continue the discussion of cultural likenesses and differences and how acceptance of these as positive are important in learning to work together.

Objectives: At the end of the session the student will

1. be able to demonstrate appreciation and respect for another culture by writing a short essay about the importance of knowing about another person's culture in learning to work together.
2. be able to define a value.
3. be able to state verbally what values he holds which may or may not be part of his culture.

Materials and Resources:

Copies of "What a Choice!"

Procedure (Enabling Activities):

1. State objectives of session.
2. Cue: "Last week each of us brought something to share with the group that was part of our culture. What experiences have you had with culture since last week?" (Allow time for a discussion.)

   Cue: "How has sharing about cultures helped you to understand and work better with others?" Discussion.
3. Activity: "What a Choice!"

   Cue: "Part of culture is the values we each hold. A value is something which is very important to us

and that we are willing to stand up for and defend. It may be something we chose for ourselves or it may be something which is part of our culture. We are going to play a game called "What a Choice!" which will give us an opportunity to look at some things which we may really value."

Leader pass out copies of "What a Choice!" Explain procedure to students. Give them time to work on it. When they are ready, ask each group member to share with the group what his choices were. Group members are not to ask "Why..." questions but member who is sharing may volunteer such responses. Encourage students to express their feelings about what they value.

4. Leader point out that culture sometimes dictates some of our values and that we need to know what our values are and how they are alike or different from others because sometimes our values help or get in the way of our working together effectively.
5. Ask students to write a short essay about what they have learned about each other's cultures and how they feel about those cultures and toward each other in learning to work together.

Evaluation:

What did you learn about yourself and others today?

How do you feel about what we did today?

SESSION X

Purpose: The purpose of this session is to summarize the experiences in the last nine sessions, recapture some of the learning experiences, and evaluate the students and sessions.

Objectives: At the end of the session the student will

1. be able to express verbally his feelings about the group experience.
2. be able to verbally express what he learned for himself during the experiences.
3. take the Piers-Harris Self Concept Scale (Post-test).

Materials and Resources:

Copies of the Piers-Harris Children's Self-Concept Scale

Procedure (Enabling Activities):

1. State objectives of session.
2. Facilitate students to express what they larned (cognitively) during the experience. Facilitate students to express their feelings about the experience.
3. Administer the Piers-Harris Children's Self-Concept Scale

APPENDICES

"YOU"

Are you a BROTHER or a SISTER?
You must be a DAUGHTER or a SON,
You may be an UNCLE
Or an AUNT to someone.

Are you the BABY of the family
That everybody pets?
Or the OLDEST GIRL or BOY
Who all the hard work gets?

If you're right in the middle,
That can be a problem too.
"Don't you cry like a baby."
"You can't do what your older brothers do."

Are you the MASTER of a dog
Or a fuzzy yellow cat?
Do you like an orange soda?
Do you wear a Sunday hat?

Are you a MEMBER of a club?
Or an OWNER of a bike?
Do you work as a BABYSITTER
Or at another job you like?

How fast can you run?
What's your favorite TV show?
My! There really are hundreds of YOU
That I would like to know.

THE BLIND MEN AND THE ELEPHANT
by John Godfrey Saxe

It was six men of Indostan
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind).
That each by observation
Might satisfy his mind.

The First approached the Elephant,
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
"God bless me! but the Elephant
Is very like a wall!"

The Second, feeling of the tusk
Cried, "Ho! What have we here
So very round and smooth and sharp?
To me 'tis very clear
This wonder of an Elephant
Is very like a spear!"

The Third approached the animal
And, happening to take
The squirming trunk within his hands
Thus boldly up he spake:
"I see," quoth he, "the Elephant
Is very like a snake!"

The Fourth reached out an eager hand,
And felt about the knee:
"What most this wondrous beast is like
Is very plain," quoth he:
"'Tis very clear enough the Elephant
Is very like a tree!"

The Fifth, who chanced to touch the ear,
Said: "E'en the blindes man
Can tell what this resembles most:
Deny the fact who can
This marvel of an Elephant
Is very like a fan!"

The Sixth no sooner had begun
About the beast to grope
Then, seizing on the swinging tail
That fell within his scope.
"I see," quoth he, "the Elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong.
Though each was partly in the right,
They were all in the wrong!

DESCRIPTIVE WORDS

Good listener	Loser
Strong	Pretty
Turned on	Ugly
Afraid	Poor listener
Sweet	Weak
Friendly	Cold
Gentle	Turned off
Fearful	Unafraid
Pleasant	Happy
Dishonest	Unfriendly
Bad	Rough
Cruel	Honest
Fast	Good
Attractive	Soft
Clean	Kind
Smart	Slow
Alive	Dirty
Lonely	Skinny
Helpful	Not lonely
Dirty	Winner

WHAT A CHOICE!

STORY PROBLEM: A boat has sprung a leak. The boat is sinking fast. There is only one life boat or raft and you are in it. There is room for seven persons out of the fourteen that remain on the boat. Your job is to choose seven of the persons listed below in number order from one through seven.

_____A twenty-five year old married woman

_____Her husband

_____A hippie

_____A twelve-year old black boy

_____A Catholic nun

_____A policeman

_____A teacher

_____A ten-year old Mexican-American child

_____A nurse

_____A baby

_____My mother

_____A movie star

_____My father

_____A seventy-eight year old man

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